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THE RELATIONSHIP BETWEEN BILINGUAL PROFICIENCY
AND SELF-ESTEEM

by

Jonathan W. Pesner

B.A. McGill University, Montreal, 1976

A Thesis
Submitted to the Faculty of Graduate Studies
through the Department of Psychology
in Partial Fulfillment of the
Requirements for the Degree
of Master of Arts at the
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To Nance, whose love transcends,
all words and feelings.

ABSTRACT

Proposing the hypothesis that learning a second language should be associated with more favourable attitudes toward bilingualism and with higher self-esteem, the author compared bilingual and unilingual high-school students on an opinion survey of attitudes toward bilingualism and on three measures of self-esteem. All 124 students of both sexes used in the study were selected from Grades 9, 10, and 11 in a public-high school. The 67 unilingual students and 57 bilingual students were given the questionnaire, incorporating all the measures, to complete in their classrooms. All but one of the questions dealing with opinions about bilingualism were drawn from Johnston's (1969) study for the Royal Commission on Bilingualism and Biculturalism. The last question was devised by the present author. Eagley's revised version of the Janis-Field "Feelings of Inadequacy" Scale (Hovland & Janis, 1959), Rosenberg's "Self-Esteem" Scale (Rosenberg, 1965), and two questions from Fey's (1955) "Acceptance of Others" Scale (see Crandall, 1973) constituted the self-esteem section of the questionnaire. The bilingual students reported significantly more favourable attitudes towards bilingualism than did the unilingual students, as measured by the Royal Commission Scale. When the effect of social position was controlled for, the bilingual students scored significantly higher on the Janis-Field Scale in comparison to the unilingual students. A cluster analysis of this scale revealed three clusters. The one in which a significant difference was found be-

tween the two groups of students incorporated questions measuring social ease and self-confidence. On the Rosenberg Scale, the bilingual students obtained higher scores than did the unilingual students though this difference was not significant. On Fey's two questions dealing with acceptance of others, no difference was found between the two groups. There appears then to be a partially demonstrable relationship between bilingual proficiency and self-esteem. Yet considering the inadequacies of the available measures, these findings do provide some clarification to the unsettled issue of second-language learning and self-esteem as well as providing encouraging support to future investigations into the psychological correlates of bilingualism.

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TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
Chapter	
I INTRODUCTION	1
II METHOD	11
Sample	11
Procedure	12
Design of the Questionnaire	12
Opinion Questionnaire	14
Attitudes Toward the Self	15
III RESULTS	17
Cluster Analysis of Janis-Field Scale	18
Between-Grade Comparisons	21
Individual-Class Mean Scores	21
Inter-Scale Correlations	25
Index of Social Position	25
IV DISCUSSION	27
Appendix	
A ANALYSIS OF COVARIANCE TABLES	33
B ATTITUDE SURVEY	38
REFERENCES	46
VITA AUCTORIS	50

LIST OF TABLES

Table		Page
1	Mean Scores of Bilingual and Unilingual Students on Attitude, Self-Esteem, and Social Status Measures	19
2	Cluster Correlation Matrix of Janis-Field Scale	20
3	Differences Between Bilingual and Unilingual Students on Clusters of Janis-Field Scale	22
4	Mean Scores of Ninth-, Tenth-, and Eleventh-Grade Students	23
5	Breakdown of Data by Grade and Language Group for Mean Scores on All Scales	24
6	Inter-Scale Correlations (Pearson's r) for Attitude, Self-Esteem, and Social Status	26
7	Analysis of Covariance for the Roycom Scale, With Language and Grade as Main Effects	31
8	Analysis of Covariance for Janis-Field's Scale, With Language and Grade as Main Effects	32
9	Analysis of Covariance for Rosenberg's Scale With Language and Grade as Main Effects	33
10	Analysis of Covariance for Fey's Scale, With Language and Grade as Main Effects	34

CHAPTER I

INTRODUCTION

Canadians in recent years have become increasingly concerned about bilingualism and its impact on national unity. The current debate over bilingualism has far-reaching implications for the future of our cultural and educational systems. The author does not intend to delve into the sociological ramifications of bilingualism in the Canadian Context; however, he strongly feels that this issue bears importantly on the present sentiments of different cultural groups toward Canadian unity.

Whereas in the past sociologists and linguists did most of the research on bilingualism, recently psychologists have begun to take an interest in it. Those who have done research on bilingualism have mainly emphasized psycholinguistics, doing relatively little research on the relationship between the cognitive and learning aspects of bilingualism, and the cultural, sociological, and psychological aspects.

The present study focuses on the relationships between bilingualism (or the process of learning and speaking a second language), certain cultural/sociological attitudes, and a set of psychological constructs, such as "self-esteem." The search for these relationships is based on the belief that a correlation exists between specified attitudes and values toward education, second-language learning, and bilingualism, and measures of self-esteem. In order to test this view, the author has devised a 44-item questionnaire.

to measure (a) attitudes and values concerning bilingualism and (b) self-esteem in two samples of high-school students in the Windsor area. The first group consisted of bilingual students studying in French, and the other group consisted of unilingual English students.

Before elaborating the expectations of this study, I would like to discuss briefly the bi-directional nature of the relationships between bilingualism, self-esteem, and attitudes. In proposing a causal relationship between these factors, I see two possibilities. One is that favourable attitudes and a higher level of self-esteem promotes success in learning a second language. The other alternative is that success in learning a second language improves the learner's attitudes and enhances his self-esteem. The author believes it is unlikely that any correlation between attitudes about bilingualism and self-esteem is solely the result of a selection bias, that is, of a process in which those who favored bilingualism chose to learn a second language. Rather, the author believes there is considerable evidence that the attainment of bilingual proficiency by any individual, in consideration of the elevated status accorded to bilingualism in present Canadian society, serves to strengthen his self-esteem and his positive attitudes. Therefore, in the author's opinion, the causative relationship probably goes in both directions. At this point, however, I would like to stress that it is the existence of relationships

among bilingual proficiency, self-esteem, and favourable attitudes which this paper is investigating, and not the causative direction of such relationships.

Bilingualism, when viewed in the context of a learning situation, be it academic or social, is an achievement. While there are many routes one may take in learning a second language, some being easier than others, none lessens the intrinsic value of the achievement itself. Achievement of bilingualism is a valued accomplishment for people generally in this part of Canada, and the second-language learner may view this accomplishment as making him better educated, more cultured, and endowed with an important skill with which to broaden his occupational choices and aid his professional mobility. The feeling of accomplishment and satisfaction at having acquired bilingual proficiency acts to strengthen an individual's confidence in his aspirations as a result of his experience of success. In his discussion on the notion of level of aspiration, Jerome Frank (1935) claimed that an individual's level of aspiration was determined by his experiences of success and failure, as well as by other factors. Among these other factors, Frank cites cultural attitudes as having important influence on an individual's level of aspiration. With respect to a learning situation in which bilingualism is the desired goal, a higher level of aspiration would be expected to support the second-language learner's determination to attain bilingual status. Past experiences of success in learning situations, and the learner's cultural and

educational values, along with various selective factors, will most likely direct the course and outcome of the individual's aspirations. Once the goal of bilingualism is achieved, the learner's attitudes and values will have been even more strengthened.

Although bilingualism is most predominant among persons from a linguistic minority background or from a bilingual family, bilingualism is not solely a function of family background or group membership. The decision to study a second language is either fostered or suppressed according to the values, beliefs, and attitudes held by the learner. "Values" here differ from "attitudes" in that the concept of "values" refers to personal goals and interests which are more general, fewer in number, less situation-bound, and more resistant to change or modification. In education particularly, a learner's values play an important role in molding his beliefs with regard to the ease of learning and they shape his utilization of knowledge once it is acquired. His attitudes toward the value of education and learning, and consequently his motivation to learn, will no doubt influence his educational goals and career objectives.

Consistent with this reasoning are the findings by Peal and Lambert (1962), who reported that bilinguals had more positive attitudes toward other ethnic groups than did unilinguals. These findings have also been corroborated by other studies (Lambert, 1964, Gardner & Lambert, 1959).

Inferences and attitudes made about other groups are strongly influenced by the culture-group to which one belongs, as Triandis and others (1968) have pointed out. In Canada, the diversity of culturally and socially stratified groups of people has frequently brought out into the open their differing cultural values and their stereotypic attitudes. A study by the Royal Commission on Bilingualism and Biculturalism (Johnston, 1969) found that differences do exist with respect to cultural attitudes and socio-political norms and roles between French-speaking and English-speaking youth. In Canadian society, an individual's beliefs about the importance of bilingualism on a national level and his intercultural involvement were found to be reflective of his attitudes toward other cultural groups and of his role perception within his own cultural group. On the basis of this evidence, it appears reasonable to assume that an interaction exists among values toward second-language learning, attitudes toward bilingualism, and academic achievement. For example, from the numerous studies that have been carried out on the effects of bilingual education, notably with Mexican-Americans in bilingual programs, it appears that children, having been educated in a bilingual setting, perform at significantly higher levels on various measures of cognitive performance when compared to children in a unilingual educational setting (Cummins, 1974).

The author has pointed out that a student's cultural attitudes will affect his decision and determination to learn a second language. Lambert (1964) concluded that once an individual has de-

6

cided to study a second language, his attitudes toward the other cultural group will also determine his success in acquiring the language of that group. This last point, and the other issues discussed above, form the basis for the first hypothesis of the present study.

Hypothesis 1: It is expected that bilingual high-school students, when compared to unilingual high-school students matched for age, grade level, and social position, will display a more favourable disposition toward the value of bilingualism in Canada, about the importance of second-language learning in schools, and about the value of bilingualism for aiding the achievement of personal and professional mobility and goals.

Given the social conditions in the Windsor area, it is expected that the bilingual youth would report more involvement with the minority cultural group, because regardless of the person's ethnic background, most of his experiences will involve the use of English; therefore bilingual competence would open one to involvement with the French-speaking sector. This greater involvement with the French community is a further reason for expecting Hypothesis 1 to be confirmed.

Under the assertion that bilingualism is generally considered to be a desirable accomplishment and therefore a valued goal particularly for young Canadians, then it may be assumed that those who hold these values would aspire to learn a second language.

Therefore level of aspiration refers more specifically to the desire to attain bilingual proficiency. This leads us to the second and major connection which this paper tends to investigate: the relationship between bilingualism as a valuable aspiration and self-esteem or self-concept. The two terms, self-esteem and self-concept; will be used synonymously throughout this section.

Although the relationship between aspiration and self-esteem is still largely theoretical, the author believes that self-judgements invariably involve a comparison of one's achievements and abilities with one's personal aspirations. Taken that aspirations refer to personal goals, then a person who reports more confidence in realizing his aspirations, will show higher self-esteem. If this assumption is a valid one, people who are more apt to minimize the discrepancy between their successes and the goals they aspire to will consequently report higher self-esteem.

In the attempt to delineate the dimensions of self-esteem most pertinent to this investigation, the author followed the writings of Coopersmith (1967) for guidance. In his book, Coopersmith asserts that a person's self-evaluation reflects his attitudes, level of aspiration, and personal judgement with respect to his standards and values. He posits among others two important sources of self-esteem: (1) acceptance of others and of self and (2) the ability to deal with environmental demands.¹

¹Coopersmith (1967, p. 38) argues that those who exhibit

Positive self-concept has also been associated with other personal constructs such as pride, self-respect, self-acceptance, freedom of expression, and socially-conditioned attitudes. Based on these assumptions, the importance one attributes to success in certain areas will influence one's values and aspirations; these will lead to experiences, which in turn will influence self-esteem.

Though most of the available research has avoided relating self-esteem to particular behaviours, it is commonly agreed that self-esteem is strongly linked to specific antecedents and to behavioural consequences, such as, in this case, second-language learning and bilingualism. Most clinicians believe that self-esteem is a result of particular personal experiences and interpersonal behaviours.

Since the experience of being bilingual is rapidly becoming a positive one for the person who is learning to speak the second language, and since the second-language learning situation would be a rewarding one for those involved in it, then we would expect that these experiences would lead to a higher level of self-esteem. On the strength of the relationships proposed by these theories, the first hypothesis is now extended to include self-esteem.

Cont'd higher self-esteem are more self-accepting and feel a greater sense of success. The sense of success is in part defined by the criterion of "significance," which refers to a person's acceptance of others.

Hypothesis 2: It is expected that bilingual students will score higher than unilingual students on measures of self-concept: level of self-acceptance, degree of acceptance of others, and reported ease in social situations.

To summarize: the rationale for this hypothesis is that if self-evaluative attitudes have marked motivational antecedents and marked consequences, then an individual's motivation for and success in learning a second language will reflect his attitudes and values toward bilingualism, and success in learning the second language will boost his self-esteem. The prediction follows from the fact that Canadians are increasingly recognizing the value of bilingualism to the Canadian society. Bilingual individuals will be more likely to manifest their awareness of this advantage in their self-attitudes; as a result, their feelings of self-esteem will be higher.

In order to clarify the relationships and hypotheses previously stated, a diagram of the proposed relationships is presented in Figure 1.

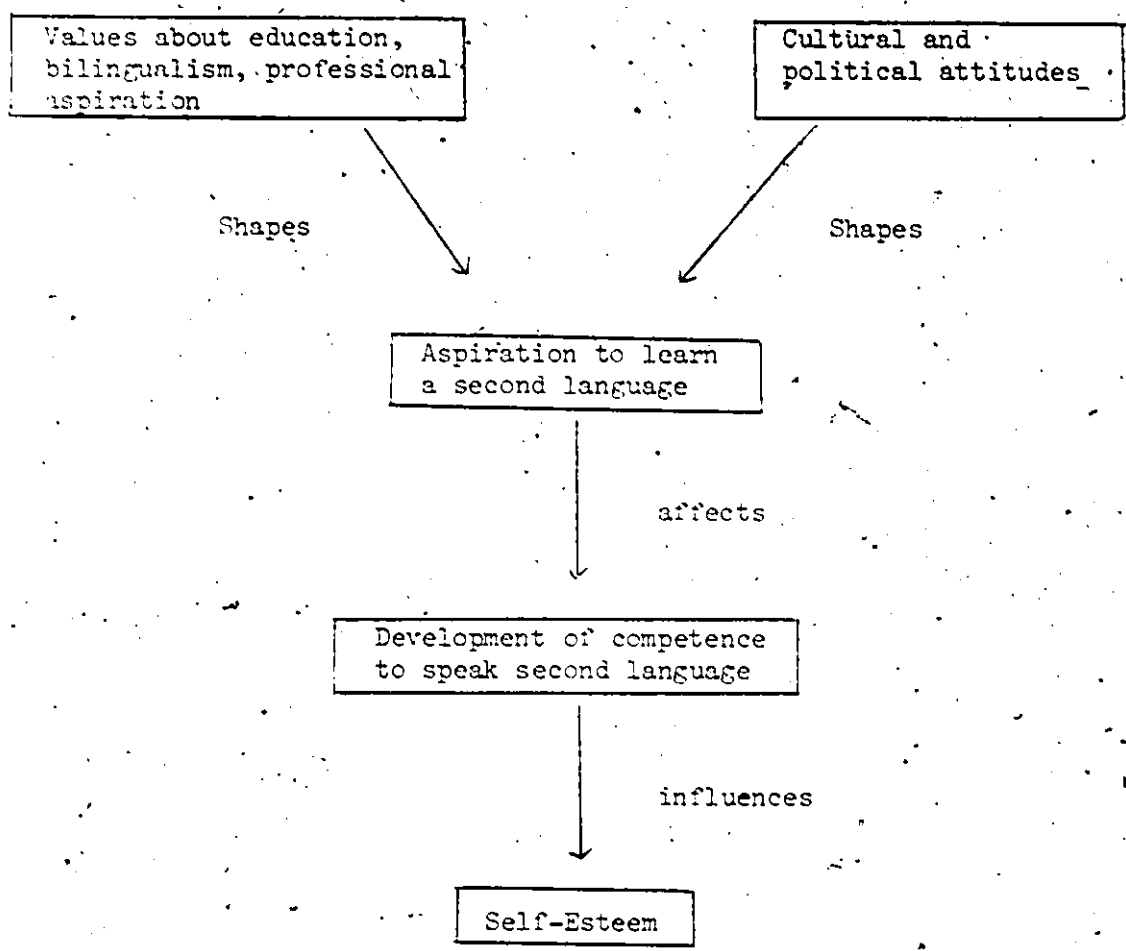


Figure 1

CHAPTER II

METHOD

Sample

The bilingual sample for this study consisted of 28 male and 29 female high-school students in grades 9, 10, and 11, from the French immersion section of a high-school in the Windsor area. Of these, 36 reported French as the language of their home, and 21 reported English as language of the home. The author selected students at this age for this study because he believed that by late adolescence, young people have sufficient experience and ability to think in an abstract, objective, and open manner when assessing their personal beliefs, values, and self-evaluative attitudes. In recruiting his subjects, the author asked the teachers and the principal of the school to select those students whose performance on in-class participation, general academic ability, and bilingual proficiency was typical for the class to which they belonged. These criteria, in combination with an initial screening of the subjects, were intended to ensure that each student had attained a functional knowledge of both French and English. Those students who possessed a knowledge of a third language or who possessed less than a functional proficiency in one or both languages, were eliminated from the final sample.

The unilingual group of 32 boys and 35 girls was drawn from Grades 9, 10, and 11 of the English section of the same school. Only one of these students gave French as his home language, the rest being from English homes.

The students over the entire sample were roughly equated with respect to sex, age, and grade level. It was also specified initially that only those students who had little or no knowledge of a language other than English be included in the sample.

Social status of the students in both language groups was measured by Hollingshead's Index of Social Position, described by Myers and Bean (1968), in order to make possible matching of the samples or covariance analyses.

Procedure

The administration of the questionnaires for both samples took place at the school during the course of one day. The ~~bilingual~~ students were tested in the morning; the unilingual students were then tested in the afternoon. Because testing was carried out with students from three grade levels in the same school, the administration of the questionnaire was completed in a single day to preclude the possibility of students' discussing the nature of the survey, which could have influenced the responses of the students who filled out the questionnaires later.

Upon completion of the questionnaires by each sample, the forms were collected by the test administrator. The responses were then coded in preparation for transfer onto data cards to be used in the analysis of results.

Design of the Questionnaire

In constructing the questionnaire, the author tried to achieve

consistency in administration and maximum reliability of responses. The survey presented in this study, involved a collection of data based on measures of self-esteem and measures of attitudes and values toward bilingualism. Basic to any good survey research study, certain criteria were employed in the overall format of the questionnaire, in the methods of briefing and administration of the questionnaire, in the organization of categories and items, in the coding of answers, and in the selection of respondents, to allow for interpretation and comparison of results.

Special care was taken in the selection of items and in the construction of the questionnaire to include questions which could be easily understood and which would elicit accurate expressions of the respondent's underlying feelings.

An introductory paragraph of instruction, included with each questionnaire, was read out to each group of subjects prior to the filling out of the questions. The purpose of this introductory statement was three-fold. First, it was important to convey to the students the value of this study and to emphasize the scientific nature of the questions being presented. The students were encouraged to feel at ease and to take their time in formulating their answers. Anonymity of responses was assured and no names, grade classes, or addresses were included on the completed questionnaire.

Secondly, it was stressed to the students that the reliability of the questions and the validity of any conclusions depended solely on the honesty with which they answered each question. The importance of this last point cannot be overemphasized when dealing

with this type of survey research.

As a final remark, it was made clear to the participants that the value of this study also depended on their cooperation in answering the questions on the basis of their personal beliefs and attitudes. As group testing was carried out, the author requested that no student engage in conversation with his peers during the administration period. The students were permitted though to ask the test administrator about any questions of which they were unsure.

With respect to the selection of the items to be included in the questionnaire, the methodological and theoretical considerations were much more subtle. Great care was taken to ensure that those questions chosen to measure attitudes and values toward bilingualism and self-esteem would reliably elicit honest answers. Good test theory and construction requires that items exhibit high inter-reliability which is a necessary condition for the overall validity of a survey. In the case of the present study, the selection of items for the two principal sections was based in part on the homogeneity of questions pertaining to these sections in the questionnaire. The sources for the questions are dealt with below.

Opinion Questionnaire

Johnston's (1969) study for the Royal Commission on Bilingualism and Biculturalism provided the first eleven questions of those which were designed to measure attitudes regarding bilingualism. It was intended that these items, along with one question devised

by the author, discriminate between the two groups with respect to favourable dispositions toward the importance and status of bilingualism on a personal, professional, and national level.

Attitudes Toward the Self

In order to measure self-esteem, the author adopted two well-reputed scales: Eagley's version of the Janis-Field "Feelings of Inadequacy Scale" (Hovland & Janis, 1959), and Rosenberg's Self-Esteem Scale (Rosenberg, 1965).

The author used the revised version by Eagley (1967) of the Janis-Field Scale, a version that includes twenty questions, because of its balancing for acquiescence. According to Crandall (1973), this scale is believed to be useful as a measure of social self-esteem. The scale in both its original and its revised form has been shown to maintain high internal consistency with split-half reliabilities ranging from .72 to .88. Hamilton (1971) cites evidence of strong criterion-related validity of the Eagley version; and this scale appears to elicit responses which are free from a social-desirability response bias. The reader can identify the questions from this scale by looking at items 1 to 20 on the questionnaire in Appendix B.

Rosenberg's (1965) "Self-Esteem" Scale, as reported in Crandall (1973), concentrates on the self-acceptance aspect of self-esteem. The internal consistency is indicated by a Guttman reproducibility coefficient of .92, and Silver and Tipett (1965) reported a test-retest correlation over two weeks of .85. Considerable data are

also presented by Rosenberg in his book (1965); unfortunately, many of the dependent criterion measures he used are based on self-reports.

Two additional questions designed to measure acceptance of others were drawn from Fey's (1955) "Acceptance of Others" Scale. Although the data are scarce for this scale, a split-half reliability coefficient of .90 is reported.

CHAPTER III

RESULTS

The bilingual students reported more favourable attitudes toward bilingualism and second-language learning than did the unilingual students. There was a significant difference between the two groups, $t(122) = 5.51$, $p < .05$, on the set of questions dealing with opinions about bilingualism (Roycom Scale). This difference was still significant when the effect of social position was taken into account. In this scale, as in the other scales, the greater the raw score, the more favourable the response.

On the 20 questions of the revised Janis-Field Scale, the bilingual students scored higher on self-esteem than did the unilingual students. With the effect of social status controlled for, this difference was significant at the .05 level ($t(122) = 3.97$, $p = .049$).

A comparison of the two language groups on the Rosenberg Scale revealed no difference on this measure of self-esteem, $t(122) = -.06$, $p = .953$. Even after correction for social position, these results remained basically unchanged.

An analysis of the final two questions measuring self-esteem, drawn from Fey's "Acceptance of Others" Scale, also revealed no significant differences between the bilingual and unilingual students, $t(122) = -.73$, $p = .465$. The two covariates which had a significant effect on the results were Index of Social Position

and Grade level. Social status, however, did not contribute substantially enough to the results to effect a positive difference. The mean scores of the bilingual and unilingual students on all the measures are summarized in Table 1. For the occupation and education scales, a higher score indicates a less prestigious occupation or less schooling.

Cluster Analysis of Janis-Field Scale

Comparing the groups item by item for the Janis-Field Scale, it becomes evident that the observed difference between the language groups is due to a difference on some items and not others. This implies that there are differing kinds of items within this scale. Therefore, to explore this, a cluster analysis was performed using the Alberta Cluster Program (Burnett, 1969).

First, the items were dichotomized at the median for each item. They were then analyzed and three clusters were found. The first cluster ("self-worth"), including items 1, 6, 7, 8, 9, 10, and 15, had a Kuder-Richardson reliability of .72. The second cluster ("self-confidence and social ease") with items 3, 4, 11, 12, 13, 16, 17, and 20, showed a K-R 20 of .69. The items in Cluster 3 ("confidence with strangers"), which had a K-R 20 of .64, were 2, 5, 14, and 18. Item 19 was omitted from all three clusters. A cluster correlation matrix, shown in Table 2, reveals the clusters to be relatively independent. Bilingual and unilingual students were compared cluster-by-cluster, using t-tests; a significant difference between the two language groups was obtained only for Cluster 2. The bilingual students scored higher on this cluster of items with t

Table 1

Mean Scores of Bilingual and Unilingual Students
on Attitude, Self-Esteem, and Social Status Measures

Measures	Bilingual	Unilingual
Roycom	8.98	6.67
Janis-Field	48.86	46.04
Rosenberg	20.60	20.28
Fey	4.93	5.19
Education	5.12	3.94
Occupation	3.90	3.31

Table 2
Cluster-Correlation Matrix of
Janis-Field Scale

Cluster	1	2	3
1	1.000	0.356	0.270
2		1.000	0.325
3			1.000

(122) = 1.93, $p = .028$. The results of these t-tests are presented in Table 3.

Between-Grade Comparisons

A comparison of the mean values for the scales across the three grade levels is presented in Table 4. The most obvious linear trend in this table is the drop in the level of self-esteem as measured by Fey's questions from Grade 9 through Grade 11. An analysis of co-variation of Fey's Scale with the results presented in Table 10 of Appendix A, reveals a significant influence of ISP (with language and grade as the main effects). Grade level, as reported previously, also had a significant F-value. It should be noted, though, that this scale was represented by only two questions in the present author's self-esteem questionnaire. Therefore, there would be a slim basis for concluding that self-esteem tends to drop in the higher grades. A comparison of the two other self-esteem scales reveals no significant difference in self-esteem for Grade 11 students as compared to the Grade 9 classes.

Individual-Class Mean Scores

The individual-class mean scores are presented for both bilingual and unilingual groups in Table 5. Though no statistical test was made on these scores, it is interesting to note the breakdown of group scores across both groups for each separate class.

Table 3
Differences Between Bilingual
and Unilingual Students on
Clusters of Janis-Field Scale

Variable	N	Mean	S.D.	t	df	p
Cluster 1 ("self-worth")						
Bilinguals	57	24.298	4.921	.40	122	.345
Unilinguals	67	23.970	4.203			
Cluster 2 ("self-confidence and social ease")						
Bilinguals	57	27.860	3.710	1.93	122	.028
Unilinguals	67	26.448	4.349			
Cluster 3 ("confidence with strangers")						
Bilinguals	57	12.842	3.217	1.44	122	.765
Unilinguals	67	12.015	3.174			

Table 4
Mean Scores of Ninth-, Tenth-, and Eleventh-Grade
Students

Grade	Roycom	Janis-Field	Rosenberg	Fey	LSP
9	7.92	48.05	20.51	5.65	40.73
10	7.65	46.94	20.37	5.18	43.74
11	7.66	47.16	20.42	4.37	44.26

Table 5

Breakdown of Data by Grade and Language

Group for Mean Scores on All Scales

Grade	Roycom	Janis-Field	Rosenberg	Fey	ISP
Biling. 9	8.73	46.73	21.53	5.33	47.00
Uniling. 9	7.36	48.90	19.82	5.86	38.45
Biling. 10	8.96	49.38	20.50	4.70	47.79
Uniling. 10	6.40	44.60	20.24	5.56	39.84
Biling. 11	9.22	49.94	19.94	4.78	48.33
Uniling. 11	6.25	44.65	20.85	4.00	40.60

Inter-Scale Correlations

These correlations, done with the Pearson correlation computer program from the Statistical Package for the Social Sciences (Nie et al., 1975), are shown in Table 6. There are five significant correlations among the various scales: (a) Roycom Scale with Index of Social Position, (b) the Janis-Field Scale with the Rosenberg Scale, (c) the Janis-Field Scale with Fey's questions, (d) the Rosenberg Scale with Fey's questions, and (e) Fey's questions with ISP.

Index of Social Position

ISP is calculated using two factors, occupational status and level of education. For the occupation rating, the scale value is multiplied by a weight of 7 and for education, the scale value is multiplied by 4. These two values are then added to obtain the Index of Social Position score.

An analysis of the ISP scores revealed that the unilingual group is of higher status. This difference was significant at the .001 level with a t-value of 3.28.

Table 6
Inter-Scale Correlations (Pearson's r) for
Attitude, Self-Esteem, and Social Status

Scales	Roycom	Janis-Field	Rosenberg	Fey	ISP
Roycom	1.000	.0932	-.0461	.0703	.222*
Janis-Field		1.000	-.610**	.414**	-.075
Rosenberg			1.000	-.332**	-.009
Fey				1.000	-.222*
ISP					1.000

* $p < .01$.

** $p < .001$.

CHAPTER IV

DISCUSSION

The first hypothesis of the present study was confirmed by the findings that bilingual high-school students displayed a significantly more favourable disposition toward the value of bilingualism in Canada and has a stronger belief in the importance and value of speaking a second language. It can be further noted that these bilingual students showed even more positive attitudes as they got older, whereas the unilingual students exhibited less favourable attitudes toward bilingualism as they became older. It would therefore seem evident that the desire to learn a second language, coupled with success in attaining proficiency in that language, is positively related to favourable attitudes toward bilingualism. One implication of this is that the desire to learn and success in learning a second language will at least serve to strengthen the learner's attitudes.

Unfortunately, the results pertaining to the relationship between bilingual proficiency and self-esteem are less clear-cut. Yet there is still a strong positive relationship between self-esteem and the experience of learning and attaining proficiency in a second language on one of the two major scales, the Janis-Field Inventory. On this scale (Hovland & Janis, 1959), the bilingual students scored significantly higher on feelings of adequacy. Broken down into clusters, the Scale reveals a significant difference between the two groups on that cluster (Cluster 2) whose

questions appear to tap self-confidence and social ease. There was no statistical difference between the two groups on Clusters 1 and 3, measuring respectively self-worth and shyness. From this it appears that the experience of bilingualism does not really affect these two clusters, but does affect the variable of self-confidence particularly in social situations. It is interesting to note that although all three variables would seem naturally related to the construct of self-esteem, they display low inter-correlations.

On the Rosenberg Scale, the higher scores for the bilingual group fell short of significance even when social status was controlled for ($p = .59$).

The negative findings on Fey's two questions, as referred to beforehand, should probably not be taken too seriously. The difference between the groups, though in the wrong direction, is so small that the probability of its occurring by chance is about .50. It is evident that this aspect of self-esteem cannot be adequately assessed on the basis of the small representation provided by two questions.

Thus on the self-esteem measures we have positive and significant findings from the Janis-Field Scale, a difference in the predicted direction but far short of significance for the Rosenberg Scale, and a difference in the wrong direction and far short of significance for the Fey Scale. This confusing state of affairs may reasonably be attributed to the widely-recognized difficulty

of measuring as abstract a psychological construct as self-esteem. Wide variations in reliability of measures and a paucity of validation studies have been major drawbacks in attempts to construct statistically solid self-esteem inventories.

Despite the limitations of these measures, several interesting implications can be formulated with respect to the relationship between bilingual proficiency and self-esteem. On the findings from the Janis-Field Scale, it appears that since the bilingual sample comprised students from both English-speaking and French-speaking homes, their higher ratings on self-esteem might be related to two possible factors. Either, rediscovering one's heritage and language promotes self-esteem, as in the case of the bilinguals who speak French at home, or learning a language that is part of another culture enhances one's self-esteem, as in those students who come from English-speaking homes. Both explanations support the notion that bilingualism is viewed by both language groups as a valuable accomplishment which is worth aspiring to for personal enrichment, not just out of social necessity. Bilingualism, when removed from the tangle of social, political, and economic issues, still appears to be a worthy achievement irrespective of the learner's native language or second-language choice.

The greater favourableness of bilingual students toward bilingualism is consistent with the hypothesis that attitudes toward bilingualism are a contributing factor to the decision to study a second language. Having become proficient in the second language, the bilingual

student would be expected to have higher self-esteem. The data are compatible with this also.

The trends on the Roycom and Janis-Field Scales from one grade-level to the next, between Grades 9 and 11, are consistent with a causal interpretation of the connection between bilingual proficiency and self-esteem. As can be seen in Table 5, on the Roycom Scale, the bilinguals reported increasingly favourable attitudes as they progressed from Grade 9 to Grade 11. The inverse relationship is evident for the unilingual students. Similarly, on the Janis-Field Scale, the bilinguals gained in self-esteem while the unilinguals showed a drop in self-esteem from Grade 9 through Grade 11. These findings support the interpretation that there is a causal relationship in which attitudes shape a learner's aspiration to learn a second language and this affects his decision to study that language; and having attained bilingual proficiency, he experiences a sense of achievement, which in turn enhances his level of self-esteem.

It would be wise to caution the reader that these conclusions are in fact tentative, yet there appears to be strong enough support to make suggestions about possible social and educational implications of this relationship between bilingual proficiency and self-esteem. Further substantiation and elaboration of these findings would certainly add another point in favour of bilingual education. If biculturalism can be a positive experience for the individual, one might well believe that it could enhance our sense of national identity. Whatever the case may be, it appears that future research is needed

to provide clarification of the effects of attitudes on second-language learning, of the role which schools play in fostering these attitudes, and of other aspects of self-esteem which can be related to bilingualism.

As an example of such research possibilities, I propose that changes in attitude and in self-esteem be studied in a similar sample of high-school students longitudinally as they progress from Grade 9 through Grade 11. If the results follow closely with those found in the present cross-sectional study, the causal inferences that have been made here would be strengthened. It would also be of interest to find out what effect the context of second-language learning has on these variables? For example, would English-speaking students in Quebec report enhanced attitudes and increased self-esteem as they learned French, just as such students did in the Windsor area? Also, would French-speaking students in Quebec who learn English experience similar gains? Answers to these and other questions could shed important light on this issue as it relates to us as individuals and as a nation.

For the purpose of this investigation, I had attempted to put together a few of the stronger scales, yet it is still difficult to ascertain how much of the variability in the results is theoretically founded and how much of it is inherent to the scales used. I believe that my intention to provide empirical support for the notion that bilingual proficiency is positively correlated with self-esteem has been fairly successful, considering the inadequacies of the available measures. It is also my belief that the relevance of self-esteem to

the understanding of educational processes and of social systems in general will grow as the methods for describing and measuring the substrates of self-concept become more refined.

APPENDIX A
ANALYSIS OF COVARIANCE TABLES

Table 7

Analysis of Covariance for the Roycom Scale,
 with Language and Grade as
 Main Effects

Source of Variation	Sum of Squares	df	Mean Square	F	p
ISP	43.678	1	43.678	7.362	.008
Main Effects	136.625	3	45.542	7.676	.000
Lang	132.665	1	132.665	22.361	.000
Grade	6.334	2	3.167	0.534	.588
Lang x Grade	13.758	2	6.879	1.159	0.317
Explained	194.060	6	32.343	5.452	.000
Residual	694.151	117	5.933		
TOTAL	888.211	123	7.221		

Table 8
 Analysis of Covariance for Janis-Field's
 Scale, With Language and Grade as
 Main Effects

Source of Variation	Sum of Squares	df	Mean Square	F	p
ISP	63.303	1	63.303	.702	.404
Main Effects	378.560	3	126.187	1.4	.246
Lang	357.498	1	357.498	3.967	.049
Grade	30.332	2	15.166	.168	.845
Lang x Grade	373.241	2	156.621	1.738	.180
Explained	755.105	6	125.851	1.396	.222
Residual	10544.523	117	90.124		
TOTAL	11299.629	123	91.867		

Table 9

Analysis of Covariance for Rosenberg's
Scale, With Language and Grade
as Main Effects

Source of Variation	Sum of Squares	df	Mean Square	F	p
ISP	.131	1	.131	.010	.921
Main Effects	4.231	3	1.41	.106	.956
Lang	3.815	1	3.815	.286	.593
Grade	0.548	2	0.274	.021	.980
Lang x Grade	32.037	2	16.019	1.203	.304
Explained	36.399	6	6.066	.456	.840
Residual	1557.936	117	13.316		
TOTAL	1594.335	123	12.962		

Table 10
 Analysis of Covariance for Fey's Scale,
 With Language and Grade as
 Main Effects

Source of Variation	Sum of Squares	df	Mean Square	F	p
ISP	24.179	1	24.179	6.656	.011
Main Effects	27.639	3	9.312	2.536	.060
Lang	.001	1	.001	.000	.986
Grade	27.634	2	13.817	3.804	.025
Lang x Grade	13.521	2	6.760	1.861	.160
Explained	65.339	6	10.890	2.998	.009
Residual	425.001	117	3.632		
TOTAL	490.340	123	3.987		

APPENDIX B
ATTITUDE SURVEY

Explanation

This is a survey to find out what opinions people have on several different subjects. This is not a "test". There are no "right" or "wrong" answers to these questions. They are just matters of personal opinion on which some people have one idea while other people have a different idea. All I want is for you to give your own honest, personal opinion on these questions. Please answer each question as you truly feel. All of your answers will be treated anonymously and you should try to answer every question. Should you have any questions, I will answer them on an individual basis.

The accuracy and honesty of your responses is critical to this survey.

Thank you very much.

Opinion Questionnaire: (Circle one answer only)

- 1) French and English should be required subjects in all Canadian schools.

I'd agree
with that

I'd disagree
with that

I'm not
sure

- 2) It would be a good idea to have road signs printed in both English and French all over Canada.

I'd agree
with that

I'd disagree
with that

I'm not
sure

- 3) As far as I'm concerned, Canada should have just one official language. English.

I'd agree
with that

I'd disagree
with that

I'm not
sure

- 4) It would be a good thing if all Canadians could speak both French and English.

I'd agree
with that

I'd disagree
with that

I'm not
sure

- 5) There is no reason why an English-speaking Canadian should have to learn French if he is never going to use it.

I'd agree
with that

I'd disagree
with that

I'm not
sure

- 6) How important do you think being able to speak both French and English is in helping a young person to get ahead in Canadian life today?

Very
Important

Slightly
Important

Unimportant

- 7) Right now, how good would you say relations are between English-Canadians and French-Canadians - would you say good, fair, or poor?

Good Fair Poor I'm not sure

- 8) Right now would you say that English-French relations in Canada are getting better, getting worse, or staying about the same?

Getting Better Getting Worse Staying about the same I'm not sure

- 9) Over the next ten years, do you think English-French relations in Canada will get better, get worse, or stay about the same as they are now?

Get Better Get Worse Stay about the same as they are now I'm not sure

- 10) After you have finished all your schooling, how good do you think your chances will be of finding a good job somewhere in this province?

Definitely good Probably good Fair Probably not so good Definitely not so good

- 11) After you have finished all your schooling how good do you think your chances would be of finding a good job somewhere else in Canada?

Definitely good Probably good Fair Probably not so good Definitely not so good

I'm not sure

- 12) Do you think the issue of bilingualism has been emphasized too much in current Canadian affairs?

No Yes I'm not sure

Attitudes Towards the Self: (Circle one answer only)

- 1) How often do you have the feeling that there is nothing you can do well?
- | | | | | |
|------------|--------------|-----------|-----------------------|-------------------|
| Very Often | Fairly Often | Sometimes | Once in a Great While | Practically Never |
|------------|--------------|-----------|-----------------------|-------------------|
- 2) When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel? (e.g., very afraid)
- | | | | | |
|------|--------|----------|----------|------------|
| Very | Fairly | Slightly | Not very | Not at all |
|------|--------|----------|----------|------------|
- 3) How often do you worry about whether other people like to be with you?
- | | | | | |
|------------|--------------|-----------|-----------------------|-------------------|
| Very Often | Fairly Often | Sometimes | Once in a Great While | Practically Never |
|------------|--------------|-----------|-----------------------|-------------------|
- 4) How often do you feel self-conscious?
- | | | | | |
|------------|--------------|-----------|-----------------------|-------------------|
| Very Often | Fairly Often | Sometimes | Once in a Great While | Practically Never |
|------------|--------------|-----------|-----------------------|-------------------|
- 5) How often are you troubled with shyness?
- | | | | | |
|------------|--------------|-----------|-----------------------|-------------------|
| Very Often | Fairly Often | Sometimes | Once in a Great While | Practically Never |
|------------|--------------|-----------|-----------------------|-------------------|
- 6) How often do you feel inferior to most of the people you know?
- | | | | | |
|------------|--------------|-----------|-----------------------|-------------------|
| Very Often | Fairly Often | Sometimes | Once in a Great While | Practically Never |
|------------|--------------|-----------|-----------------------|-------------------|
- 7) Do you ever think that you are a worthless individual?
- | | | | | |
|------------|--------------|-----------|-----------------------|-------------------|
| Very Often | Fairly Often | Sometimes | Once in a Great While | Practically Never |
|------------|--------------|-----------|-----------------------|-------------------|
- 8) How much do you worry about how well you get along with other people?
- | | | | | |
|------|--------|----------|----------|------------|
| Very | Fairly | Slightly | Not Very | Not At All |
|------|--------|----------|----------|------------|

- 9) How often do you feel that you dislike yourself?
- | | | | | |
|---------------|-----------------|-----------|--------------------------|----------------------|
| Very
Often | Fairly
Often | Sometimes | Once in a
Great While | Practically
Never |
|---------------|-----------------|-----------|--------------------------|----------------------|
- 10) Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?
- | | | | | |
|---------------|-----------------|-----------|--------------------------|----------------------|
| Very
Often | Fairly
Often | Sometimes | Once in a
Great While | Practically
Never |
|---------------|-----------------|-----------|--------------------------|----------------------|
- 11) How often do you feel that you have handled yourself well at a social gathering?
- | | | | | |
|---------------|-----------------|-----------|--------------------------|----------------------|
| Very
Often | Fairly
Often | Sometimes | Once in a
Great While | Practically
Never |
|---------------|-----------------|-----------|--------------------------|----------------------|
- 12) How often do you have the feeling that you can do everything well?
- | | | | | |
|---------------|-----------------|-----------|--------------------------|----------------------|
| Very
Often | Fairly
Often | Sometimes | Once in a
Great While | Practically
Never |
|---------------|-----------------|-----------|--------------------------|----------------------|
- 13) When you talk in front of a class or a group of people of your own age, how pleased are you with your performance? (e.g., very pleased)
- | | | | | |
|------|--------|----------|----------|------------|
| Very | Fairly | Slightly | Not Very | Not At All |
|------|--------|----------|----------|------------|
- 14) How comfortable are you when starting a conversation with people whom you don't know? (e.g., very comfortable)
- | | | | | |
|------|--------|----------|----------|------------|
| Very | Fairly | Slightly | Not Very | Not At All |
|------|--------|----------|----------|------------|
- 15) How often do you feel that you are a successful person?
- | | | | | |
|---------------|-----------------|-----------|--------------------------|----------------------|
| Very
Often | Fairly
Often | Sometimes | Once in a
Great While | Practically
Never |
|---------------|-----------------|-----------|--------------------------|----------------------|
- 16) How confident are you that your success in your future job or career is assured? (e.g., very confident)
- | | | | | |
|------|--------|----------|----------|------------|
| Very | Fairly | Slightly | Not Very | Not At All |
|------|--------|----------|----------|------------|

17) When you speak in a class discussion, how sure of yourself do you feel?

Very Fairly Slightly Not Very Not At All

18) How sure of yourself do you feel when among strangers?

Very Fairly Slightly Not Very Not At All

19) How confident do you feel that some day the people you know will look up to you and respect you?

Very Fairly Slightly Not Very Not At All

20) In general, how confident do you feel about your abilities?

Very Fairly Slightly Not Very Not At All

21) I feel that I'm a person worth, at least on an equal basis with others.

Strongly Agree Agree Disagree Strongly Disagree

22) I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

23) All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

24) I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

25) I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

26) I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

27) On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

28) I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

29) I certainly feel useless at times.

Strongly Agree Agree Disagree Strongly Disagree

30) At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

Please circle one of the 5 numbers indicating degree of feeling (for example, #1 for almost always, #5 for very rarely).

31) I can be comfortable with nearly all kinds of people.

Almost Always 1 2 3 4 5 Very Rarely

32) I can enjoy being with people whose values are very different from mine.

Almost Always 1 2 3 4 5 Very Rarely

I would like to ask you to answer these questions pertaining to your father's educational level and occupational status. Your answers will provide the information necessary to determine whether these background factors are related to the opinions you held.

1) What is your father's occupation? (Please describe fully, for example, telephone installer rather than "Bell Canada".)

2) What level of education did your father complete?

3) Please indicate below which language is spoken most often in your home.

English _____

French _____

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